



"Inspiring a love of lifelong learning"

Relationships and Sex Education Policy

Policy date: Summer 2021

Review date: Summer 2023

Learning at Charville is underpinned by our Core Values

Respect

Independence

Self-belief

Honesty

Caring

Determination

CONTENTS

Section	Item	Page Number
1	Scope	3
2	Aim	3
3	Statutory Requirements	4
4	Curriculum Provision	5
5	Delivery of RSE	5
6	Roles and Responsibilities	6
7	Organisation	6
8	Specific Issues	7
9	Child Protection and Confidentiality	7
10	Dealing with difficult questions	7
11	Use of Visitors	7
12	Children with Special Educational Needs	8
13	Teaching strategies to aid effective RSE	8
14	Monitoring and Evaluation	8
15	Additional Information	8
Appendix 1	RSE Framework	9
Appendix 2	Parent form: withdrawal from sex education within RSE	12

1. Scope

- 1.1 Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 1.2 At Charville Academy, Relationships and Sex Education (RSE) teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.
- 1.3 We believe it is important to address this area of the curriculum because RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It involves the teaching of sex, sexuality and sexual health. Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. The teaching of RSE should be firmly rooted within the framework for PSHE, The National Healthy School Standard Guidance and the National Curriculum, including the Science Curriculum.

2. Aim

- 2.1 Our programme aims to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.
- 2.2 RSE will provide a framework in which sensitive discussions can take place, prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene. It will help pupils develop feelings of self-respect, confidence and empathy. At Charville we will create a positive culture around issues of sexuality and relationships and teach pupils the correct vocabulary to describe themselves and their bodies.
- 2.3 The objectives of RSE are;
 - To provide the knowledge and information to which all pupils are entitled
 - To clarify/reinforce existing knowledge and address misconceptions
 - To raise pupils' self-esteem and confidence, especially in their relationships with others
 - To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
 - To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
 - To provide the confidence to be participating members of society and to value themselves and others

- To help gain access to information and support
- To develop skills for a healthier and safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood.

3. Statutory Requirements

3.1 As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Charville Academy, we teach RSE as set out in this policy.

3.2 Legal Requirements

Academies must teach Science and should include the following based on the National Curriculum:

Key Stage One

- That animals including humans move, feed, grow and use their senses to reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage Two

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle
- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children
- It is our intention that all children will have the opportunity to experience a programme of RSE at a level that is appropriate for their age and physical development, with differentiated provision if required.

3.3 Such a programme can successfully follow the outline given below:

- **Early Years Foundation Stage**
Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about

relationships with others.

- **Key Stage One**

Through work in Science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. In PSHE, children learn about different types of families as well as changes within families. Children will also learn about physical health, changing friendships and significant life changes. They will learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

- **Key Stage Two**

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby in year 6. In Year 4, children are taught about the physical, emotional and social changes at puberty, which includes personal hygiene. Through their PSHE lessons, children are taught about how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Children will also learn about what a stereotype is, and how stereotypes can be unfair, negative or destructive and the importance of permission-seeking and giving in relationships with friends, peers and adults.

RSE in Key Stage One and Key Stage Two will focus on the development of skills and attitudes as well as acquisition of knowledge.

4. Curriculum Provision

4.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

4.2 We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

4.3 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

5. Delivery of RSE

5.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

5.2 Pupils also receive stand-alone sex education sessions in Year 6.

5.3 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
 - Caring friendships
 - Relationships
 - Online relationships
 - Being safe
- 5.4 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Roles and Responsibilities

- 6.1 The PSHE co-ordinator is the designated teacher with responsibility for co-ordinating RSE.
- 6.2 The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.
- 6.3 The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).
- 6.4 Staff are responsible for:
- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
 - Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- 6.5 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Organisation

- 7.1 RSE is a continuous process throughout the school, starting in the Nursery through to Year 6. A range of teaching styles are used to suit the needs of the children. RSE is delivered through the relevant curriculum areas. It is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.
- 7.2 A range of teaching methods which involve children's full participation are used to teach RSE. These include, but are not limited to, the use of books, clips, discussion, case studies, drama and role play.
- 7.3 RSE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

8. Specific Issues

8.1 Involving Parents and Carers

Parents will be informed about the policy through the school's website. The school informs parents when aspects of the Relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

8.2 Withdrawal

- Parents do not have the right to withdraw their children from relationships education
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE
- Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher
- Alternative work will be given to pupils who are withdrawn from sex education
- Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed
- Materials are available to parents and carers who wish to supplement the school's RSE programme or who wish to deliver it to their children at home.

9. Child Protection and Confidentiality

- 9.1 Pupils will be informed that members of staff cannot promise confidentiality. Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection in line with the LEA procedures for child protection.

10. Dealing with difficult questions

- 10.1 Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. We will allow pupils to raise anonymous questions by using a question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

11. Use of visitors

- 11.1 Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.
- 11.2 When appropriate, visitors such as the school nurse may be involved in the delivery of Relationship Education, particularly in Key Stage 2.

12. Children with special educational needs

- 12.1 RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils.
- 12.2 High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all pupils. We will also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- 12.3 Our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

13. Teaching strategies to aid effective RSE

- 13.1 Establish clear ground rules with pupils
- No one will have to answer a personal question.
 - No one will be forced to take part in a discussion.
 - Only the correct names for body parts will be used.
 - Meanings of words will be explained in a sensible and factual way.
- 13.2 Distancing techniques
- Always depersonalise discussions.
 - Use case studies with invented characters or use appropriate videos.
 - Never refer to personal experiences.
- 13.3 Dealing with questions
- Teachers will use a question box so they have time to prepare answers and seek support from other members of staff, if necessary.

14. Monitoring and Evaluation

- 14.1 The areas of RSE which relate directly to the Science Curriculum will be assessed in accordance with the school's monitoring programme.
- 14.2 The PSHE Co-ordinator, Science Co-ordinator and the Head Teacher will monitor the content of the curriculum and the effectiveness of teaching methods in accordance with Co-ordinator Action Plans.

15. Additional Information

15.1 Related Policies:

- PSHCE Policy and Scheme of Work
- Child Protection Policy
- Equal Opportunities Policy
- Health and Safety Policy

16. Appendices

16.1 Appendix 1: By the end of primary school pupils should know

16.2 Appendix 2: Parent form (withdrawal from sex education within RSE)

Written by: Lauren Pickering (PSHE Coordinator)

Approved by Governors:

July 2021

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	